



Countering Bullying Policy

Person Responsible:	Headteacher
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Next review due by:	30th August 2025
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Revisions:	Bi-Annually – September 2021;

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

This Policy applies to all staff, volunteers, sessional workers, agency staff, and anyone working on behalf of Quorn Hall School, pupils, parents/carers, external agencies and members of the public.

Introduction

Quorn Hall School is committed to a safe and secure environment in which every child and young person can learn effectively in line with DfE guidance. Bullying will not be tolerated at Quorn Hall School. It is the responsibility of all pupils, staff, other professionals and parents/carers to work together to prevent bullying. The school recognises that bullying may occur and this policy provides a framework and procedure to effectively manage it.

The school's expectation is that pupils and staff will treat each other with respect and that all pupils will feel safe at Quorn Hall School. Pupils and parents will be encouraged to approach a member of staff should they have any concerns about bullying. The staff also receive training to emphasise the need to address bullying. The ethos and school curriculum reflect these values through discussions in school council meetings, residents' meetings and through the school's counter bullying strategy at the end of this policy. The countering bullying policy is available to all pupils, parents, staff and other relevant parties.

Definitions

Bullying is behaviour by an individual or group, repeated over time, which can be defined as a persistent, deliberate attempt to intentionally hurt or humiliate another individual or group either physically or emotionally.

There may sometimes be misunderstanding about the meaning of the term 'bullying'; one-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

There are various types of bullying, but most have three things in common:

- 1 It is deliberate and hurtful behaviour.
- 2 It is repeated over time.
- 3 There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying may take various forms, including:

Physical

Examples of such bullying may include:

- Kicking or hitting
- Prodding, pushing or spitting
- Other physical assault
- Intimidating behaviour
- Interference with personal property

Verbal/Psychological

Examples of such bullying may include:

- Threats or taunts

- Shunning/ostracism
- Name calling/verbal abuse
- Innuendo
- Spreading of rumours
- Making inappropriate comments in relation to appearance

Cyber

Examples of such bullying may include:

- Abuse on-line or via text message
- Interfering with electronic files
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/mobile phones etc.
- Interfering with email accounts

Racist

Examples of such bullying may include:

- Physical, verbal, written, on-line or text abuse or ridicule based on differences of race, colour, ethnicity, nationality, culture or language
- Refusal to cooperate with others on the basis of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity etc.
- Promoting offensive materials such as racists leaflets, magazines or computer software

There is a clear procedure for dealing with racist incidents that includes notifying the Senior Leadership Team (SLT) of any racist incident, so that this can be followed up and logged in the Racism/Incidents Log that is kept and monitored by the SLT.

Faith Based

Examples of such bullying may include:

- Negative stereotyping, name calling or ridiculing based on religion

Sexist

Examples of such bullying may include:

- Use of sexist language
- Negative stereotyping based on gender

Sexual

Examples of such bullying may include:

- Unwanted/inappropriate physical contact
- Sexual innuendo

- Suggestive propositioning
- Distribution/display of pornographic material aimed at an individual
- Graffiti with sexual content aimed at an individual

Homophobic:

Examples of such bullying may include:

- Name calling, innuendo or negative stereotyping based on sexual orientation
- Use of homophobic language

SEN/Disability

Examples of such bullying may include: Name calling, innuendo or negative stereotyping based on disability or learning difficulties; excluding from activity on the basis of disability or learning difficulty.

The Disability Discrimination Act (1995) places a duty on schools to ensure that any person with 'a physical or mental impairment, which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities' is not subject to discrimination.

Gifted/Talented

Examples of such bullying may include:

- Name calling, innuendo or negative peer pressure based on high levels of ability or effort
- Ostracism resulting from perceptions of high levels of ability

The above categories of bullying are not mutually exclusive

Principles

- to recognise that some pupils at Quorn Hall may experience some form of bullying
- risk assessments are developed to minimise the risk of bullying occurring
- to give the clear message that bullying in any form will not be tolerated in the school
- to ensure all allegations of bullying are properly investigated and appropriate action taken
- to provide a framework for investigating bullying that enables all people involved to recognise their responsibilities to each individual pupil
- to encourage compliance with Quorn Hall School's Acceptable Use Policy
[Acceptable Use / IT Policy for Pupils](#)
- to encourage the development of an environment and a climate in which pupils feel safe

and value, and in which bullying cannot flourish

- to provide advice and training to all staff on the implementation of the countering bullying policy
- countering bullying will be a central aspect of PHSE
- encourage best practice
- pupils are aware that they can contact NSPCC/Child line and/or Ofsted at any time and contact numbers are displayed around the school.
- the pupil council will be involved in Countering Bullying initiatives
- Quorn Hall School will then become a safer and happier environment with consequent improvement in attitude, behaviour, and relationships with a positive impact on learning and achievement.

Bullying occurs when a person or group of people behave in ways which are designed to cause distress or to hurt a person or group of people.

Sometimes whole organisations can bully.

Bullying can be overt and plain for all to see. It can be subtle and insidious. Bullying can become part of the culture, recognised or believed by all or a significant number of people as 'acceptable'; it can even be encouraged and rewarded.

Staff and pupils are capable of bullying and of being bullied.

Signs and Symptoms of Bullying

- Is frightened of walking to or from school or changes route
- Doesn't want to go on school transport
- Begs to be driven to school
- Changes in their usual routine
- Isn't willing to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, destructive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night and/or has nightmares
- Feels ill in the morning

- Performance in school work begins to drop
- Comes home with clothes torn and/or property missing or damaged
- Asks for money or starts stealing money
- Has dinner or other monies continually lost
- Has unexplained cuts and bruises
- Comes home starving
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour

What Causes Bullying

- To feel powerful
- Jealousy
- To feel good about themselves
- To be in control
- Because they want something (attention, possession or friends)
- Look good in front of other people
- To feel popular
- Because of peer pressure
- To be big/clever
- For fun
- Because they are being bullied themselves
- Easy target

How Can we Prevent Bullying

- Having an effective countering bullying policy and practice
- Regular praise of positive and supportive behaviour by all staff
- Any incidents treated seriously and dealt with immediately
- Information displayed in school for all staff and pupils
- All staff to receive Induction training to be aware of countering bullying policy
- Discussion in school council and resident's meetings
- Where possible provide extra pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying
- Home/school communication

For further information see
[Preventing and Tackling Bullying \(July 2017\)](#) (pages 10-11)

Staff Procedures

Staff must be very clear of their role in supporting pupils to report incidents of bullying.

It has been shown through research that pupils who bully have often been bullied themselves, but bullying may occur because a pupil is unhappy, jealous or lacking in confidence.

It is important that the school does everything it reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

In order to maintain an effective strategy for dealing with bullying each staff group needs to challenge the traditional ideas about bullying e.g:

- It's only a bit of harmless fun.
- It's all part of growing up.
- Pupils just have to put up with it.
- Adults getting involved make it worse.

Clear messages must be given that bullying is not acceptable. Remind pupils of their part in creating the Respectful, Responsible, Resilient and Reflective ethos in school.

Pupils must be reassured that significant adults involved in their lives are dealing with bullying seriously.

A climate of openness should be established in which pupils are not afraid to address issues and incidents of bullying. Bullying must never be kept a secret at Quorn Hall School.

Any incident of bullying should be taken seriously and recorded as an incident on School pod. Pupils should be aware of the options available to them if they feel the matter is not being dealt with satisfactorily.

Respond appropriately. A range of active listening techniques which provide a more helpful response include:

THE LISTENER: Listening patiently with full attention, encouraging, clarifying, restating, reflecting, validating, summarising.

THE DETECTIVE: Investigating the situation sensitively and patiently.

THE SUPPORTER: Seeing their side, acknowledging and allowing expression of their feelings.

THE COACH: Checking out what help is being asked for and offering practical, realistic help.

- Ascertain the nature of the bullying; consider the pupil's safety at all times. If the bullying is that of a physical assault, medical attention should be sought. Also consideration should be given in respect of police involvement, are there child protection issues to consider, staff should consult SLT.
- Give reassurances. Let the pupil know you are pleased they have been brave enough to tell, say you believe them and you are sorry it has happened, stressing that it's not their fault.
- Offer counselling/support to the bullied and the bullying pupil.
- Anticipate an emotional reaction from the pupil such as guilt, shame or anger.
- Find a quiet place and set aside enough time to talk, approaching the issue as a problem to be solved and as a learning experience.
- Staff should always give due consideration and be aware of any underlying issues in relation to race, gender and sexuality. This should be addressed and challenged accordingly.
- Parents should be informed of incidents of severe or prolonged bullying.
- They should also, when applicable, be involved in supporting programmes devised to challenge bullying behaviour.
- All incidents should be recorded clearly and concisely on the pupil's file and specific incident reports completed within 24 hours
 - Any injuries should be recorded and cross-referenced in the Accident Book.
- Quorn Hall will create an anti-bullying climate within the school that is conducive to equality of opportunity, co-operation, and mutual respect for differences.
- Never ignore victims of bullying, always show an interest/concern.
- Publicly acknowledge the bullied pupil's distress.
- Organise quality groups/circles, which allow pupils to work together to identify their own problems, causes and solutions with sensitive facilitators.
- Encourage interdependence and feelings of mutual respect, reciprocity,

compassion and assertiveness.

- It is important when addressing bullying behaviour to avoid accusations, threats or any responses that will only lead to the pupil being uncooperative, and silent.
- Focus on the bullying behaviour rather than the pupil, explore, and where possible deal with the reasons for the behaviour. Staff should regularly carry out recorded risk assessments of the times, places and circumstances in which the risk of bullying is greatest and take action to reduce it.
- Assess what he/she does and what he/she gets out of it.
- Give a clear explanation of the extent of the upset the bullying has caused, encourage them to see the bullied pupil's points of view, reward any good behaviour towards other pupils.
- Closely monitor the pupil (bully and bullied) within the school.
- If a culture of bullying continues to prevail and any pupil feels the issue remains unresolved then staff should ensure that the pupils are aware of the avenues open to them, including reporting to parents, social worker, NSPCC/Childline or Ofsted.

Current Counter Bullying Strategy:

Bullying as a topic will be taught in KS2 and 3 in PSHE lessons – assessments from this topic will include posters on Word/Publisher that will be distributed to classrooms.

Pupil council will be asked to complete a 'How safe do I feel?' questionnaire regarding bullying at school (this will include safe zones around the site).

All pupils will complete a questionnaire.

Collective reflection will focus on respect and at least one collective reflection theme a term will focus on Counter Bullying.

Roles and Responsibilities

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

4.2 The Governing Body monitors the incidents of bullying that occur, and reviews the

effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

4.3 The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4.4 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all pupils involved in bullying incidents.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the Counter-Bullying Policy on request. The Headteacher and Senior Leadership Team ensure that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher/Deputy Headteacher/Senior Leadership Team draws the attention of pupils to this fact at suitable moments. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Staff

All staff are aware of systems within the school which support safeguarding, and these are explained to them as part of staff induction with reference to the current KCSIE document.

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

In the event of disclosures about child-on child abuse, all children involved, whether perpetrator or victim, are treated as being 'at risk'.

They keep their own records of all incidents that happen in their class and that they are aware of in the school. If staff witness an act of bullying, they do all they can to support the pupil who

is being bullied. If a pupil is being bullied over a period of time, then, after consultation with the Head of Behaviour and Pupil Wellbeing or Headteacher, the member of staff informs the pupil's parents and carers. Staff actively supports anti-bullying strategies by teaching pupils directly about safeguarding issues and cyber-bullying. Information is regularly sent home to parents and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices. Parent meetings give opportunities to discuss internet safety. We keep a record of any bullying incidents on Incident Report Forms and these are kept on the School Pod system. If any adult witnesses an act of bullying they should record the event on the Incident Report Form and inform the Senior Leadership Team immediately. If, as members of staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, restorative chats and meetings with the pupil who has carried out the bullying. We spend time talking to the pupil who has been bullied: we explain why the action of the pupil was wrong and we endeavour to help the pupil change their behaviour in future. If a pupil is repeatedly involved in bullying other pupils, we inform the Head of Behaviour and Pupil Wellbeing/Senior Leadership Team or Headteacher. We then invite the pupil's parents and carers into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as Social Care. Staff members routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. Staff members attempt to support all pupils in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all pupils, we aim to prevent incidents of bullying.

Useful Guidance/Reference Links

- [Section 89 of the Education and Inspections Act 2006](#)
- [Education \(Independent School Standards\) Regulations 2014](#)
- [Equality Act 2010](#)
- [KCSIE 2022](#)
- [KCSIE 2023](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges \(November 2022\)](#)
- [Preventing and Tackling Bullying \(July 2017\)](#)
- [Cyberbullying: Advice for headteachers and school staff \(2014\)](#)
- [Bullying at school](#)
- [SEND code of practice: 0 to 25 years \(2020\)](#)
- [Cyber Choices](#)
- ['NPCC- When to call the Police'](#)
- [National Cyber Security Centre - NCSC.GOV.UK](#)
- [Preventing bullying including cyberbullying](#)
- [Government advice](#)

Useful Quorn Hall School Policies Links

W Relationships and Sex Education Policy.docx

☰ Curriculum Policy